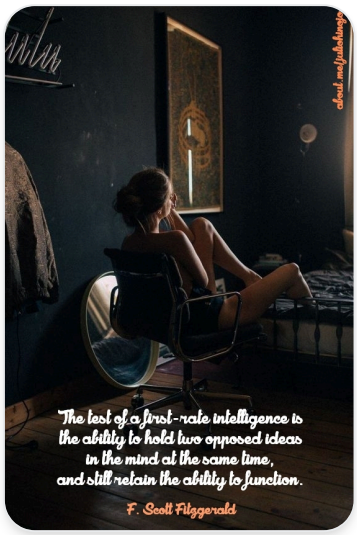
SDA A2·8 · CLASE 1

From the Kitchen to the Road

Repaso combinado: A2·1 (cocina, estudios y amistad) + A2·2 (viaje a Francia)



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos dificultades personales de pronunciación.	Reactivar
2. Story / Listening	12	Escuchamos el recorrido desde la cocina hasta la carretera.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Consolidamos estructuras conocidas al servicio de la comunicación.	Construir precisión
5. Words We Need	10	Activamos vocabulario acumulado del curso.	Ampliar vocabulario útil
6. Sound Lab	10	Trabajamos contrastes personales con ejemplos deliberadamente seleccionados.	Escuchar y producir
7. Let’s Use English	12	Explicamos qué nos resulta fácil o difícil al hablar.	Comunicar
8. Mediation / Real Life	5	Ayudamos a otra persona a hacerse entender pese a una dificultad fonética.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

From the Kitchen to the Road

🎧 2. STORY / LISTENING

🎧 Listening: "Two Very Different Chapters"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Itto trains to become a cook on Tuesdays and Thursdays. → .....
2. Trini and Itto met for the first time on the trip to France. → .....
3. The trip to Paris lasted exactly one week. → .....
4. French villages sometimes have hidden speed cameras. → .....
5. Nobody in the car received any fines from the French trip. → .....

📖 The Story: "From the Kitchen to the Road"

Repaso narrado en clase, con Itto ya incorporada como alumna

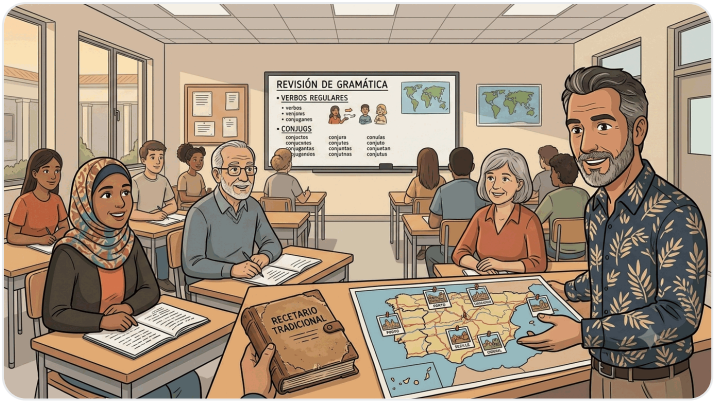


Imagen generada con Google Gemini Flash-Lite

Julio holds up an old recipe book, its pages slightly stained, and places it on the desk next to a road map covered in small photographs. "Two units, one busy year," he says, smiling at Itto, who is sitting in the front row for the first time in this classroom, notebook open like everyone else. "Let's remember how it all started."

In September 2024, Itto enrolled on a Vocational Training course in Cooking and Gastronomy at the IES Almeraya, on the other side of the city. On the very first day, she met Trini, a former student of Julio's who was starting a completely new career at fifty-five, after twenty years as a university librarian. The two women became close friends almost immediately, sharing knives, recipes, and the occasional nervous laugh in Chef Ana's busy kitchen workshop. On Wednesdays, the aprons stayed at home: Trini and Itto swapped them for notebooks at Alkayasí, reviewing English for the TAE-EOI group with Julio. By May 2025, both women completed their first work placements — Trini in a small restaurant near the cathedral, Itto at the Hotel Barceló in Retamar — and came home every evening exhausted, but proud.

Then came July, and a different kind of classroom altogether: the inside of a car. Julio and Itto set off on the longest trip of their lives, ten days from Almería to Paris and back, picking up Saadia in Éibar and meeting Majda in the French capital. French roads turned out to have their own rules — constantly changing speed limits, and hidden radars that caught the white Kia Niro twice without anyone noticing. Between the Eiffel Tower, Mont Saint-Michel, and a long conversation about Saadia's own difficult history with her brother El Houssaine, the days passed quickly. When they finally arrived home on the 25th of July — Itto's birthday — the neighbours were waiting outside with a cake. And that same evening, an even bigger surprise arrived at the door: Majda, back from Paris with a signed work contract in her hand, and, right behind her, Ali Boukrim, brought home early from an unplanned trip to Morocco by his son Hamid.

"So," Julio says, closing the recipe book, "who can tell me what tense we use for Itto's Tuesday and Thursday routine, and what tense we use for what happened on the trip?"

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What course did Itto start in September 2024, and who did she meet on the first day?

2. Where did Trini and Itto do their work placements in May 2025?

3. How long was the trip to Paris, and who joined them along the way?

4. What happened to the Kia Niro on the French roads, without anyone realising at the time?

5. Who was waiting at the door on the evening they arrived home, and why was it a surprise?

4. LANGUAGE IN ACTION

Language Lab

Presente simple/continuo + Pasado simple/continuo

Presente simple/continuo (rutinas de Itto en la cocina y en Alkayasí) frente a pasado simple/continuo (lo que ocurrió durante el viaje a Francia). Recordar: el presente simple describe rutinas y hechos generales; el presente continuo, acciones en curso en el momento de hablar; el pasado simple narra hechos completos y ordenados; el pasado continuo describe acciones en desarrollo, a menudo interrumpidas por otra acción en pasado simple.

Grammar Drill

1. Every Tuesday, Itto _____ to the IES Almeraya. [travel]
2. Right now, in this classroom, Itto _____ in the front row for the first time. [sit]
3. Last July, Julio and Itto _____ all the way to Paris and back. [drive]
4. While they _____ into France, Saadia _____ them about hidden radars. [cross / warn]
5. Trini _____ (not/drive) to school, because Julio usually gives Itto a lift too. [drive]
6. Two hidden cameras _____ the white Kia Niro while Julio _____ on the beautiful countryside. [catch / concentrate]
7. Itto _____ the kitchen workshop and the smell of fresh ingredients. [love]
8. When they _____ home on the 25th of July, the neighbours _____ outside with a cake. [arrive / wait]
9. Trini usually _____ her library shift at quarter past three. [finish]
10. Majda _____ up a folder like a trophy when she _____ out of the car. [hold / jump]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

personal pronunciation clinic — selected contrasts

Escucha los modelos y localiza el foco: personal pronunciation clinic — selected contrasts.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A2-43.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 29.0 · p. 67 · exercise 29.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

three / tree ship / sheep won't / want

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

Comparad vuestras propias rutinas semanales (presente simple/continuo) con algún viaje largo que hayáis hecho alguna vez (pasado simple/continuo). ¿Qué imprevistos tuvisteis, como las multas francesas de Julio e Itto?

Writing

1. Describe tu horario semanal habitual usando presente simple y presente continuo.
2. Escribe 4 frases sobre un viaje que hiciste, combinando pasado simple y pasado continuo.
3. Imagina que eres Trini: escribe un breve mensaje contando cómo te sientes empezando una nueva carrera profesional a los 55 años.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **The Doobie Brothers – Long Train Running (1973)**
>
> Escucha la canción y localiza tres verbos en pasado simple o presente simple. ¿La canción habla de una rutina o de un viaje? Coméntalo con tu compañero/a.

Roleplay

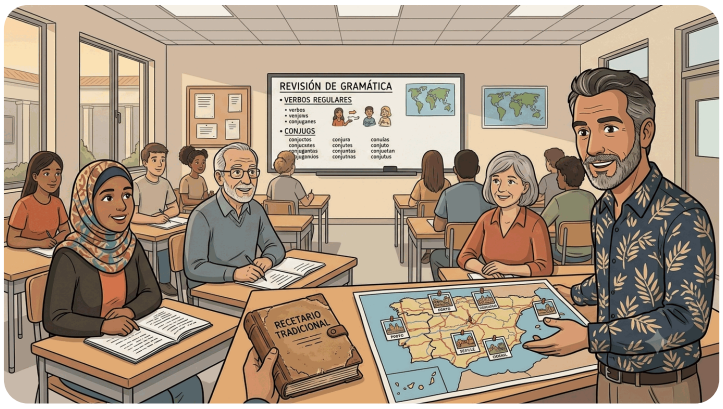


Imagen generada con Google Gemini Flash-Lite

En parejas, representad el momento en que Majda aparece por sorpresa en la puerta de casa con su contrato de trabajo en la mano, mientras Itto no entiende nada al principio. Usad al menos 3 frases en pasado simple y una en pasado continuo.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-43)

8. MEDIATION / REAL LIFE

Mediation

Un amigo que no habla inglés te pregunta por qué Itto y Julio recibieron dos multas de tráfico después de su viaje a Francia, si él conducía con mucho cuidado.

> *"Two hidden cameras had already caught the white Kia Niro that day, flashing twice without anyone noticing."*

Tarea: Explícaselo en español de forma natural, sin traducir palabra por palabra.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can identify and practise a pronunciation contrast that I personally need.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Essential Grammar in Use · 3–14 · Reinforce
- English Vocabulary in Use Elementary · 8–9 / 48 / 50 selectivo · Reinforce
- English File A2 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Memory Remains

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·8 · CLASE 2

Ouaoumana and the Long Way Home

Repaso de A2·3: el viaje a Marruecos y la urgencia médica de Julio



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos patrones de acentuación léxica.	Reactivar
2. Story / Listening	12	Escuchamos recuerdos de Ouaoumana y del largo camino de vuelta.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos estructuras del nivel en un relato personal.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario de lugares, viajes y experiencias.	Ampliar vocabulario útil
6. Sound Lab	10	Consolidamos word stress con palabras conocidas del curso.	Escuchar y producir
7. Let’s Use English	12	Contamos un recuerdo destacando palabras clave.	Comunicar
8. Mediation / Real Life	5	Resumimos para otra persona un recuerdo o experiencia.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with...

Ouaoumana and the Long Way Home

🎧 2. STORY / LISTENING

🎧 Listening: "Eleven Hours, Then a Scare"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. The queue at the border between Melilla and Morocco lasted about two hours. → .....
2. Ali Boukrim and Fátima Aachouch were waiting outside their house when the family arrived. → .....
3. The family got lost driving to a spring in the mountains and had to abandon the car. → .....
4. Julio became seriously ill on the last night of the trip. → .....
5. Julio recovered completely as soon as he crossed back into Spain. → .....

📖 The Story: "Ouaoumana and the Long Way Home"

Repaso narrado en clase: sal, cedro y un billete de ferry

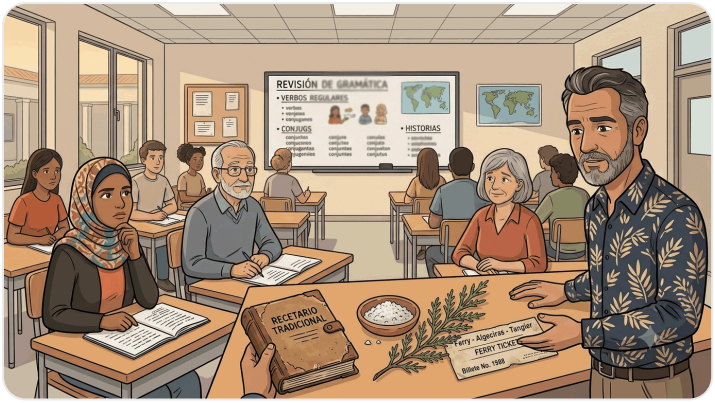


Imagen generada con Google Gemini Flash-Lite

Julio places a small dish of rock salt on the table, with a thin cedar branch resting beside it, and next to it, an old ferry ticket. "This unit," he tells the class, "starts with patience, and ends with a real scare."

In the last days of August 2025, Julio, Itto and Zahra packed the car for Morocco, to visit Itto's parents in Ouaoumana. The ferry crossing to Melilla was smooth, but the border crossing afterwards was not: eleven exhausting hours in a queue of cars under the summer sun. When they finally arrived, Ali Boukrim, ninety-one, and Fátima Aachouch, eighty-four, were waiting outside the house, and the reunion was full of tears. The days that followed had a warm, slow rhythm: mornings in the souk, afternoons visiting relatives, and a trip to Abderrahim's farm, where Julio met his new sister-in-law, Souad, nine months pregnant and close to giving birth.

One day, what should have been a relaxed family outing to a mountain spring turned tense: the GPS suggested a shortcut along a narrow forestry track, full of potholes, and for almost an hour Julio drove in silence, his knuckles white on the wheel. They eventually reached the spring safely, bought blocks of rock salt, and walked among ancient cedar trees on the way back — the same salt and cedar you can see on the table today.

That night, everything changed. Julio began vomiting uncontrollably, and within hours he was in serious pain. The emergency room in Khenifra was chaos, and it took a private clinic, and later a second emergency visit in Azrou, before the family finally reached the ferry back to Almería. From the port, they drove straight to Hospital Vírgen del Mar, where Julio spent three days in intensive care. Looking back, he believes it wasn't

really the food or the water that brought him so low — it was months of accumulated work stress, quietly wearing his body down until it had no defences left.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. How long did the family wait at the border between Melilla and Morocco?

.....

2. Who were Julio, Itto and Zahra visiting in Ouaoumana?

.....

3. What went wrong on the drive to the mountain spring?

.....

4. What happened to Julio on the last night of the trip?

.....

5. What does Julio believe was the real cause of his illness?

.....

4. LANGUAGE IN ACTION

Language Lab

Repaso general de pasado + lenguaje de urgencia y salud

Repaso general de pasado (simple y continuo) en un contexto narrativo de viaje, combinado con expresiones de urgencia y salud trabajadas en la unidad (síntomas, hospital, emergencias).

Grammar Drill

1. The family _____ eleven hours at the border before they finally crossed into Morocco. [wait]
2. Ali Boukrim and Fátima Aachouch _____ outside the house when the family arrived. [wait]
3. While Julio _____ along the narrow forestry track, nobody in the car _____ very much. [drive / say]
4. That night, Julio _____ vomiting uncontrollably. [begin]
5. Itto and Zahra _____ him straight to the emergency room. [drive]
6. By the next morning, it _____ clear the trip had to end. [be]
7. In Azrou, he _____ a second emergency visit. [need]
8. From Nador, the ferry to Almería _____ eight long hours. [take]
9. Doctors _____ him directly into intensive care. [admit]
10. He _____ three days in intensive care before he moved to a normal room. [spend]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

word stress consolidation

Escucha los modelos y localiza el foco: word stress consolidation.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Fuente de escucha: WordReference para palabras y contrastes deliberadamente seleccionados. Foco fijado por Lote 3 A2-44.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 34.0 · p. 77 · exercise 34.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

afterNOON imPORtant COMfortable exPENsive toMORRow

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Habéis vivido alguna vez una urgencia de salud, propia o de un familiar, durante un viaje? Contad qué pasó y cómo os sentisteis, como hace Julio en el relato.

Writing

1. Narra en pasado, con al menos 6 frases, la espera en la frontera y la llegada a Ouaoumana.
2. Escribe 3 frases usando vocabulario de salud/urgencia (emergency room, drip, intensive care...).
3. Imagina que eres Itto: escribe un breve mensaje a un familiar contándole cómo está Julio, con calma pero con preocupación real.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along
>
> **The Eagles – Victim of Love (1976)**
>
> Escucha la canción y localiza dos verbos en pasado. ¿Crees que el título encaja con algún momento del relato de esta unidad? Justifica tu respuesta.

Roleplay

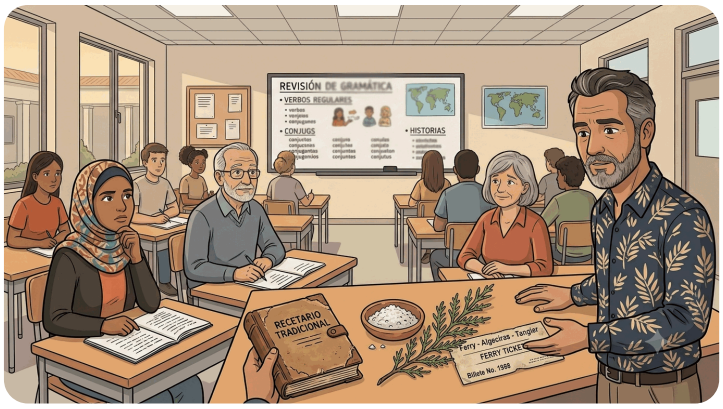


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la escena de la emergencia en Khenifra: una persona es Itto, intentando explicar los síntomas de Julio al personal médico; la otra es un miembro del personal del hospital, desbordado de trabajo. Usad al menos 3 expresiones de salud/urgencia trabajadas en la unidad.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-44)

8. MEDIATION / REAL LIFE

Mediation

Un compañero de trabajo, que no habla inglés, te pregunta qué le pasó a Julio en Marruecos y por qué tardaron tanto en llegar a un hospital adecuado.

> *"Doctors were overwhelmed, and after an hour nobody had even looked at Julio."*

Tarea: Explícaselo en español, transmitiendo la sensación de caos sin traducir literalmente.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can place stress intelligibly in familiar multisyllabic words.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Essential Grammar in Use · 11–14 · Reinforce
- English File A2 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Hidden Tears

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·8 · CLASE 3

The Other Side of School

Repaso de A2·4: cinco años de conflicto laboral de Julio



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos schwa y sílabas débiles.	Reactivar
2. Story / Listening	12	Escuchamos otra perspectiva sobre la escuela.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos formas conocidas con mayor fluidez.	Construir precisión
5. Words We Need	10	Activamos vocabulario de escuela, apoyo y vida cotidiana.	Ampliar vocabulario útil
6. Sound Lab	10	Reconocemos y producimos sílabas débiles sin acentuar todas por igual.	Escuchar y producir
7. Let’s Use English	12	Hablamos sobre experiencias de aprendizaje.	Comunicar
8. Mediation / Real Life	5	Transmitimos la idea esencial de una experiencia escolar.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Other Side of School

🎧 2. STORY / LISTENING

🎧 Listening: "Five Years, One Complaint"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Julio told Itto about the complaint during a car journey. → .....
2. The head teacher supported Julio's original digital project. → .....
3. Two students made formal complaints against Julio in the same school year. → .....
4. The harassment complaint against Julio was eventually dismissed in his favour. → .....
5. Julio submitted his own complaint the same day he understood the full pattern. → .....

📖 The Story: "The Other Side of School"

Repaso narrado en clase: una carpeta y un bolígrafo rojo

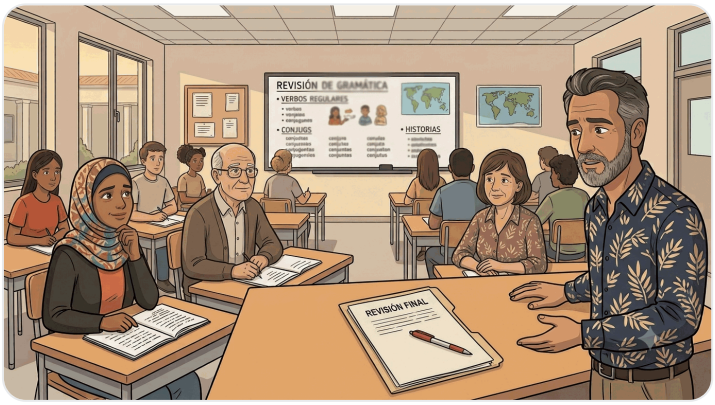


Imagen generada con Google Gemini Flash-Lite

Julio opens a thin folder on the desk, a red pen resting on top of it. "This unit," he says, more quietly than usual, "is about something that took me five years to finally put into words."

In September, still recovering in hospital from his illness in Morocco, Julio finally told Itto the whole story. It began in 2020, when the head teacher asked him to lead a new digital transformation project — work Julio believed in, and worked hard on, only to find that the head teacher really just wanted someone to fix printers on Friday mornings. Twice, over the following years, Julio resigned from roles rather than compromise on something he believed was right: first the ICT coordination, later the training coordinator post, when he refused to remove two honest paragraphs from an official report.

Then came the complaints. Two students, in the same school year, filed formal complaints against Julio — both eventually dismissed, with no real evidence behind either of them. "Twice, from two students who barely knew each other? That's not luck," Julio told Itto. "That's a pattern." The following year, a colleague, encouraged by the head teacher, filed a harassment complaint against Julio himself. He found out through a routine notification, with no direct explanation. Another colleague, who had faced similar pressure for years but had never put anything in writing herself, quietly accompanied him to the regional education department.

On the 13th of July 2025, the complaint against Julio was formally dismissed, entirely in his favour. Reading the details carefully, Julio finally understood the whole pattern — and, a week later, on the 21st of July, he visited an old acquaintance at the Personnel Department, who told him plainly: nothing would change unless he put everything in writing. Julio spent two full days writing, and on the 23rd of July, he submitted a formal complaint of his own: over twenty pages, twelve specific requests for action. "I know you're scared," he told Itto. "You know what he's capable of." "I had to do it," he said. "Not for me. For everyone who comes after me."

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What project did the head teacher ask Julio to lead back in 2020?

2. Why did Julio resign from two different roles over the years?

3. What happened with the two student complaints against Julio?

4. Who accompanied Julio to the regional education department, and why?

5. What did Julio finally submit on the 23rd of July, and why did he do it?

4. LANGUAGE IN ACTION

Language Lab

Modales: must / have to / should have / would

Repaso combinado de los cuatro modales trabajados en la unidad: must / have to (obligación), mustn't / should have (prohibición y crítica sobre el pasado) y would (hipótesis).

Grammar Drill

1. Every school _____ design its own digital transformation project — it was a national requirement. [have to]
2. Looking back, many colleagues believe the head teacher _____ Julio's original digital project from the start. [should/support]
3. If the head teacher had listened from the beginning, Julio _____ never have filed a complaint. [would]
4. A teacher _____ file a formal complaint if the situation is serious enough. [must]
5. The Head of Studies told Julio he _____ escalate the complaint if things got difficult again. [would]
6. Julio _____ defend himself in front of an inspector, twice. [have to]
7. Looking back, some colleagues believe the head teacher _____ differently from the start. [should/act]
8. You _____ always keep written records of important meetings — that's the lesson Julio learned. [must]
9. If Julio hadn't written everything down, nothing _____ have changed. [would]
10. According to school rules, staff _____ report serious problems through official channels. [must]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

schwa /ə/ and weak syllables

Escucha los modelos y localiza el foco: schwa /ə/ and weak syllables.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-45.

Listen to the weak syllables in these words and phrases: about, support, teacher, today, a cup of tea. Repeat naturally without giving every syllable the same strength. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 37.0 · p. 83 · exercise 37.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

about | support | teacher | today | a cup of tea

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Habéis tenido alguna vez que documentar un problema por escrito para que se tomara en serio? Comentad la experiencia usando should have / shouldn't have para reflexionar sobre lo que haríais diferente.

Writing

1. Escribe 4 frases sobre obligaciones de un profesor en su centro de trabajo, usando must/have to.
2. Escribe 2 frases de crítica sobre el pasado usando should have / shouldn't have, relacionadas con la actuación del director del colegio de Julio.
3. Imagina qué habría pasado si Julio no hubiera escrito la denuncia: escribe 2 frases con would.

EXTENDED · Canción de la sesión original

Sing Along

The Moody Blues – Nights In White Satin (1967)

Escucha la canción y fíjate en su tono melancólico. ¿Encaja con el ambiente de esta unidad? Comentadlo en parejas.

Roleplay

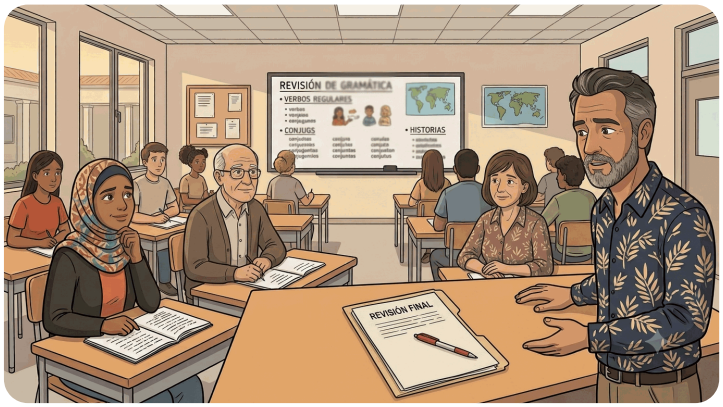


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la conversación entre Julio e Itto en la habitación del hospital, cuando ella le pregunta por qué decidió denunciar. Usad al menos dos modales distintos (must/have to, should have, would).

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-45)

8. MEDIATION / REAL LIFE

Mediation

Un familiar que no habla inglés te pregunta por qué Julio tardó tanto en denunciar, si llevaba años con problemas en el trabajo.

> *"It didn't happen overnight... Even after I understood everything, I didn't act straight away."*

Tarea: Explícaselo en español, transmitiendo la idea de proceso lento sin traducir literalmente.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can recognise and produce familiar weak syllables naturally.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Essential Grammar in Use · 31–34 · Reinforce
- English File A2 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Shadows of You

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·8 · CLASE 4

A Baby, A Leave, A Classroom Nobody Wanted

Repaso de A2·5: el nacimiento de María, la baja de Julio y el aula de Alquián



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos cómo se conectan palabras en habla natural.	Reactivar
2. Story / Listening	12	Escuchamos una historia de bebé, permiso y un aula que nadie quería.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos tiempos y conectores conocidos en una narración.	Construir precisión
5. Words We Need	10	Activamos vocabulario de familia, trabajo y aula.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos joining básico sin perder claridad.	Escuchar y producir
7. Let's Use English	12	Narramos una secuencia breve de hechos.	Comunicar
8. Mediation / Real Life	5	Resumimos una secuencia para alguien que no estuvo presente.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

A Baby, A Leave, A Classroom Nobody Wanted

🎧 2. STORY / LISTENING

🎧 Listening: "A Birth, A Recovery, A Transformation"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Souad gave birth to a boy in a public hospital. → .....
2. The whole extended family helped pay for the clinic bill. → .....
3. Julio's sick leave lasted only fifteen days in total. → .....
4. The acting head teacher turned out to be more approachable than expected. → .....
5. The Alquián classroom was already in good condition before Julio started working on it. → .....

📖 The Story: "A Baby, A Leave, A Classroom Nobody Wanted"

Repaso narrado en clase: un móvil y un pequeño diploma

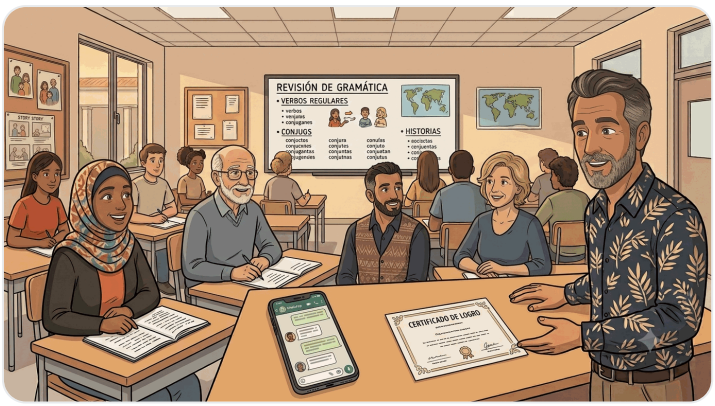


Imagen generada con Google Gemini Flash-Lite

Julio holds up his phone, showing a screenshot of a WhatsApp conversation full of message bubbles, and next to it, a small printed certificate. "Good news, hard news, and hard work," he tells the class. "That's this whole unit, really."

While Julio was still in hospital, Souad went into labour in Morocco. The public hospital was overwhelmed, so Mustapha quickly arranged a transfer to a private clinic. Itto translated every WhatsApp message for Julio, word by word, until Abderrahim's voice finally arrived: "She's here. Souad is fine. The baby is fine. It's a girl." They named her María. The clinic bill came to 1,500 euros — an enormous sum for Abderrahim's family — and within hours, relatives in three different countries had contributed, without anyone needing to ask twice.

Back in Almería, Julio's own recovery took longer than expected: fifteen days of sick leave, extended twice more, while he lost weight, rebuilt his strength on the home treadmill, and finally started eating properly after years of poor habits. By October, he had returned to a school quietly transformed: the head teacher had also gone on sick leave, and an acting head teacher — open, fair, and genuinely interested in the team — had taken over. For the first time in five years, Julio felt like a normal member of staff.

That same term, Julio took on a new project: the Alquián classroom, a forgotten storeroom full of dusty, disconnected computers. Week after week, on Tuesday and Thursday afternoons, he cleared it out, requested two interactive whiteboards, and slowly built a functional multimedia classroom — without ever mentioning the extra hours to anyone. And, for the first time, he had two full, properly funded digital skills courses of his own: thirty hours each, for fifteen adult students, covering everything from spreadsheets to digital citizenship.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. Where was Souad's baby born, and what problem did the family have to solve quickly?

2. How much was the clinic bill, and who helped pay it?

3. How long did Julio's sick leave last in total?

4. What was different about the acting head teacher, compared to the usual head teacher?

5. What project did Julio take on in the Alquián classroom, and how did he do it?

4. LANGUAGE IN ACTION

Language Lab

Present Perfect (I y II) + futuro simple

Present Perfect (I: experiencias y resultados presentes; II: already/yet/just/never...before) combinado con futuro simple (will) para predicciones y decisiones sobre el resto del curso.

Grammar Drill

1. Julio _____ almost ten kilos since he came out of hospital. [lose]
2. Souad _____ just her baby — the whole family is celebrating. [have]
3. Julio _____ never so much like a normal member of staff before. [feel]
4. The family _____ already the money for the clinic bill. [transfer]
5. Julio _____ finish setting up the new multimedia classroom by November, he believes. [will]
6. By January, Julio calculates, the first digital skills group _____ their thirty hours. [finish]
7. _____ Julio ever _____ the Alquián classroom before this project? [visit]
8. Julio _____ probably start a second edition of the courses in spring. [will]
9. The acting head teacher _____ already the trust of the whole team. [win]
10. Julio _____ not the extra hours to anyone at school. [mention]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

basic joining in connected speech

Escucha los modelos y localiza el foco: basic joining in connected speech.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-46.

Listen: turn off, pick it up, go out, an old friend. In natural speech, words can connect. Repeat each phrase slowly, then more naturally, without losing clarity. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

🎧 **Modelo editorial profesional**

English Pronunciation in Use Elementary · Unit 42.0 · p. 93 · exercise 42.0.1

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

turn off | pick it up | go out | an old friend

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Habéis vivido algún cambio positivo inesperado en el trabajo, como el que vivió Julio con la nueva dirección en funciones? Contadlo usando Present Perfect.

Writing

1. Escribe 4 frases sobre experiencias de tu vida usando Present Perfect (ever, never, already, yet).
2. Escribe 3 predicciones sobre el resto de tu curso académico o laboral usando will.
3. Imagina que eres Itto: escribe un mensaje breve a Zahra contándole la noticia del nacimiento de María, con Present Perfect.

> **EXTENDED · Canción de la sesión original**
>
> #### 🎵 Sing Along
>
> **The Proclaimers – Cap in Hand (1988)**
>
> Escucha la canción y localiza algún verbo en Present Perfect o futuro simple. Comentad su significado en parejas.

🎭 Roleplay

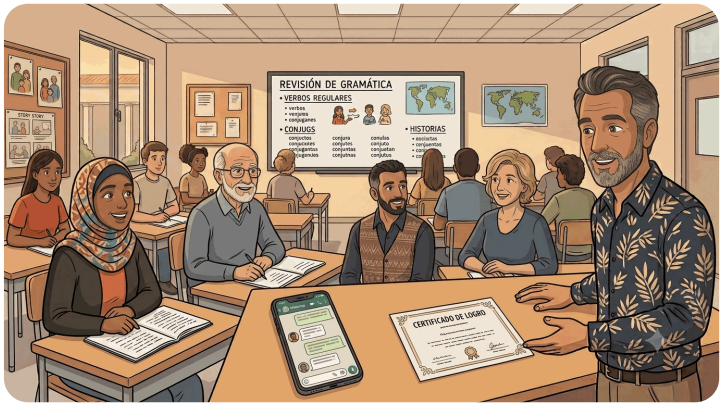


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la escena del grupo de WhatsApp la noche del nacimiento de María: una persona es Itto, traduciendo los mensajes para Julio; la otra es Mustapha o Abderrahim, enviando las noticias. Usad al menos dos frases en Present Perfect.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-46)

8. MEDIATION / REAL LIFE

Mediation

Una amiga que no habla inglés te pregunta cómo consiguió la familia pagar la clínica de Souad tan rápido.

> *"Julio didn't need to think twice either. He transferred half the amount before breakfast the next morning."*

Tarea: Explícaselo en español, transmitiendo la idea de solidaridad familiar inmediata.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can connect familiar words naturally without losing clarity.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Essential Grammar in Use · 15–20 + 27–28 · Reinforce
- English File A2 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Eternal Memory

- Use only the mapped activity for this session.

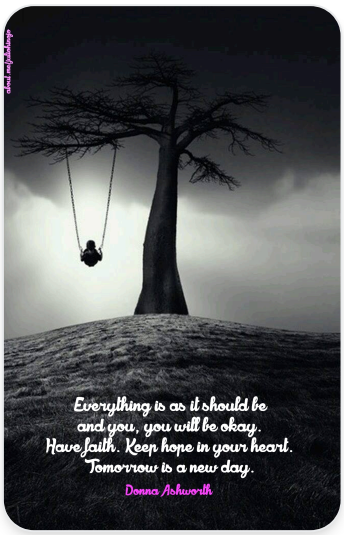
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·8 · CLASE 5

Under One Roof

Repaso de A2·6: la llegada de Ali Boukrim y Fátima Aachouch a España



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos sentence stress.	Reactivar
2. Story / Listening	12	Escuchamos una historia de convivencia bajo un mismo techo.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Usamos estructuras conocidas con foco en inteligibilidad y ritmo.	Construir precisión
5. Words We Need	10	Activamos vocabulario de convivencia, familia y decisiones.	Ampliar vocabulario útil
6. Sound Lab	10	Destacamos las palabras informativas de la frase.	Escuchar y producir
7. Let’s Use English	12	Expresamos información importante con claridad.	Comunicar
8. Mediation / Real Life	5	Reformulamos un mensaje destacando solo lo esencial.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Under One Roof

🎧 2. STORY / LISTENING

🎧 Listening: "Thirty Days, Then a New Life"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Mustapha managed to get a visa appointment through official channels alone. → .....
2. Ali Boukrim and Fátima Aachouch arrived in Almería in January. → .....
3. The medical check-up showed that both grandparents had worse health than expected. → .....
4. Ali Boukrim eventually spent time living at both Julio's house and Zahra's flat. → .....
5. Fátima decided to stay in Almería permanently after the Lamb Festival. → .....

📖 The Story: "Under One Roof"

Repaso narrado en clase: una tarjeta sanitaria y una maqueta de furgoneta

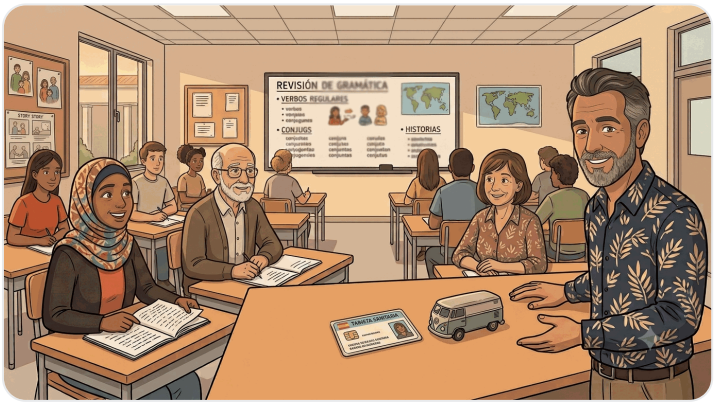


Imagen generada con Google Gemini Flash-Lite

Julio holds up a small health card and, beside it, a toy van. "This unit," he says, "is about family — how far you'll go for it, and how a house changes when it suddenly holds more people than it was built for."

It started with thirty days: the deadline Mustapha faced to bring his parents to Spain once the family reunification was approved. Official channels moved too slowly, so he turned to an unofficial intermediary in Rabat, spending two exhausting weeks chasing documents before the deadline ran out. In January, a van finally brought Ali Boukrim and Fátima Aachouch to Almería, tired but amazed by a country brighter, colder, and stranger than they'd expected.

The weeks that followed were full of small adjustments and endless bureaucracy: town hall registration, the NIE, and MUFACE, Julio's health insurance, extended to cover two more people. A full medical check-up brought a happy surprise — both grandparents turned out to be healthier than most people half their age. Fátima refused to wear anything without long sleeves, whatever the weather; Ali Boukrim kept his djellaba at home and only reluctantly agreed to a warmer jacket outdoors.

Eventually, Ali Boukrim moved between two houses: Julio's, and Zahra's flat, where he quickly became the calmest presence in the loudest room, following his great-grandson Mohamed around with more energy than anyone expected. In April, the family visited Serón, Julio's cousin Mariquita, and a local shepherd, reserving a lamb for the festival to come. The Lamb Festival itself, a month later, was the biggest feast the family had organised all year — Sebastián at the barbecue, Saadia serving trays of bread, and Fátima admitting it was the best lamb she'd tasted since leaving Morocco. By Sunday evening, though, Fátima had decided to leave for Éibar with Saadia, for a change of scenery — and, perhaps, a small break from being everybody's favourite grandmother.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What deadline did Mustapha face, and how did he eventually solve the problem?

2. What did the medical check-up reveal about Ali Boukrim and Fátima Aachouch?

3. Where did Ali Boukrim end up spending his time, once the family had settled in?

4. What happened during the family visit to Serón in April?

5. Why did Fátima decide to leave for Éibar after the Lamb Festival?

4. LANGUAGE IN ACTION

Language Lab

Comparativos y superlativos + Present Perfect (ever/never)

Comparativos y superlativos (comparando las dos casas, las dos culturas, los dos países) combinados con Present Perfect con ever/never, para hablar de experiencias vitales de los abuelos.

Grammar Drill

1. The roads in Spain are _____ than the roads in the Middle Atlas. [smooth]
2. Ali Boukrim said the sky at night was _____ in Ouaoumana than in La Cañada. [dark]
3. Of all the family's houses, Zahra's flat is _____ one. [lively]
4. Fátima _____ never anything without long sleeves, whatever the weather. [wear]
5. Both grandparents turned out to be _____ than most Spanish patients half their age. [healthy]
6. _____ Ali Boukrim ever _____ so many stars as he did back in Ouaoumana? [see]
7. This was, by general agreement, _____ feast the family had organised all year. [big]
8. Fátima admitted it was _____ lamb she had tasted since leaving Morocco. [good]
9. Itto _____ never her father follow a toddler around with so much energy. [see]
10. The house felt _____ than expected, even with modern heating. [cold]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

sentence stress — information words

Escucha los modelos y localiza el foco: sentence stress — information words.
Repite uno o dos modelos con claridad y después úsalo en una frase propia.
Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-47.

Listen: I NEED the BLUE one. We MET them on MONday. She’s GOING to CALL him LAter. Notice the important words. Repeat with the same sentence rhythm. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

I NEED the BLUE one.

We MET them on MONday.

She’s GOING to CALL him LAter.

7. LET’S USE ENGLISH

Production

Speaking (en parejas)

Comparad dos lugares que conozcáis bien (dos ciudades, dos casas, dos países) usando comparativos y superlativos, como hace la familia al comparar Marruecos y España.

Writing

1. Escribe 4 frases comparando dos lugares o dos situaciones, usando comparativos y superlativos.
2. Escribe 3 frases sobre experiencias de tu vida usando Present Perfect con ever o never.
3. Imagina que eres Ali Boukrim: escribe un breve mensaje de voz a un amigo en Ouaoumana contándole tus primeras impresiones de España.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **The Rolling Stones – Angie (1973)**
>
> Escucha la canción y localiza algún comparativo o superlativo, si aparece. Comentad en parejas el tono emocional de la canción.

Roleplay

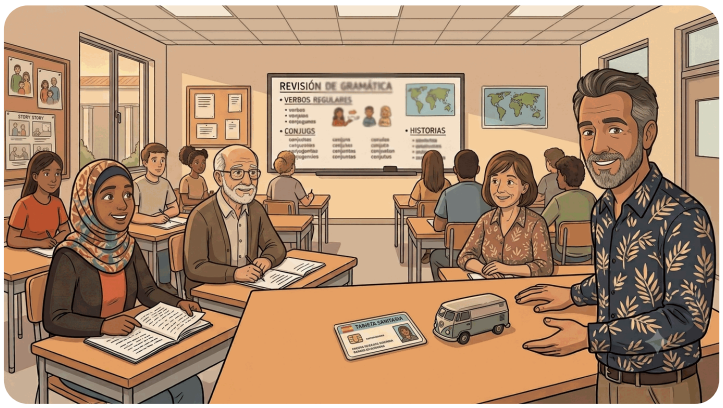


Imagen generada con Google Gemini Flash-Lite

En parejas, representad la primera noche de Ali Boukrim y Fátima en casa de Julio e Itto: una persona es Ali Boukrim, comparando España con Marruecos; la otra es Julio, escuchando con paciencia. Usad al menos dos comparativos.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-47)

8. MEDIATION / REAL LIFE

Mediation

Un vecino que no habla inglés te pregunta cómo consiguió Mustapha traer a sus padres a España tan rápido, si normalmente los trámites tardan meses.

> *"There are people who know how to get things done faster, if you're desperate enough."*

Tarea: Explícaselo en español, sin traducir literalmente, transmitiendo la idea de un canal extraoficial.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can highlight important words with clear sentence stress.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- Essential Grammar in Use · 87–90 + 15–20 · Reinforce
- English File A2 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · The Sound of Nothing

- Use only the mapped activity for this session.

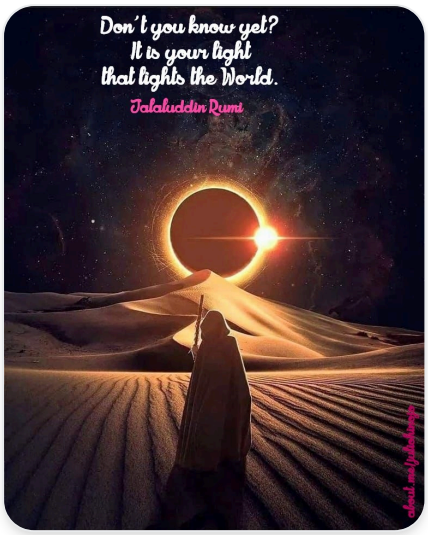
Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·8 · CLASE 6

The Summer That's Coming

Repaso de A2·7: el verano de 2026, el viaje familiar y la incertidumbre de septiembre



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recordamos entonación de preguntas.	Reactivar
2. Story / Listening	12	Escuchamos los planes para el verano que llega.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Integramos preguntas sobre experiencia, pasado y futuro.	Construir precisión
5. Words We Need	10	Activamos vocabulario de verano, experiencias y planes.	Ampliar vocabulario útil
6. Sound Lab	10	Practicamos stress e intonación natural en tres tipos de pregunta.	Escuchar y producir
7. Let's Use English	12	Entrevistamos a un compañero sobre experiencia, pasado y futuro.	Comunicar
8. Mediation / Real Life	5	Transmitimos las respuestas esenciales de otra persona.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

The Summer That's Coming

🎧 2. STORY / LISTENING

🎧 Listening: "A Long Trip, An Open Ending"

Escucha el audio de la narración (sin leer el texto) y marca True (T) o False (F).

Listen and check

1. Julio's complaint was resolved completely in his favour. → .....
2. The head teacher decided to retire at the end of the school year. → .....
3. The family visited four different cities on their summer road trip. → .....
4. Majda arrived home with a signed work contract that let her return to Paris legally. → .....
5. Everyone in the family already knows exactly what will happen in September. → .....

📖 The Story: "The Summer That's Coming"

Repaso narrado en clase: el contrato de Majda y una foto familiar

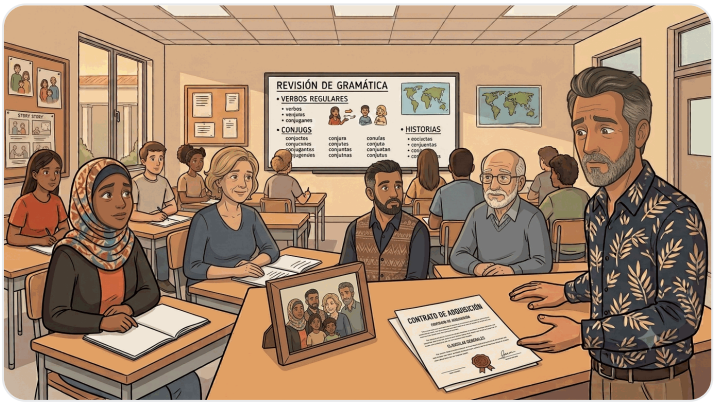


Imagen generada con Google Gemini Flash-Lite

Julio unfolds a paper contract on the desk and places a family photograph beside it. "The most recent unit," he tells the class, "and the one where I still don't know how the story ends."

The unit opens with an uneasy conversation: Julio's complaint was closed, but not in his favour — the head teacher isn't retiring, and nobody knows what he's planning for next year. Julio warned that he'll take indefinite sick leave, or escalate the complaint further, if things get difficult again. There was better news too: with help from an AI tool called Claude, Julio was finally close to finishing the whole Alkayasí project.

On his own birthday, the third of July, Julio combined a notary appointment in Serón with a swim at the Balsa de Cela and a visit to the Calar Alto observatory, Amín pressing his face against the car window the whole way up. Before the family's big summer trip, three phone calls set everything in motion: Saadia, promising to have her mother's bag ready; Aurelia, already planning a special dinner; and José Luis, who decided, without asking, that he'd make a paella for Itto's birthday.

The trip itself covered four cities in four nights — Mérida, Porto, León, Éibar — collecting Fátima along the way, before the family finally reached José Luis's table in Valencia for that promised paella, "the best birthday present" Itto had had in years. And when they finally arrived home, the door burst open before Julio had even finished parking: Majda, contract in hand, ready to return to Paris legally; and, right behind her, an entire crowd — Tarik with Mohamed, Zahra and Sebastián, and, impossibly, Ali Boukrim, brought home early from Morocco by Hamid. For one loud, chaotic hour, the whole street belonged to their family.

3. UNDERSTANDING

Comprensión escrita — responde con frases completas:

1. What did Julio learn about his complaint, and about the head teacher's future plans?

2. What AI tool did Julio start using to help finish the whole Alkayasí project?

3. What three phone calls did Julio make before the summer trip, and what did each person promise?

4. Which four cities did the family visit on their summer road trip?

5. Who was waiting at the door when the family finally arrived home, and why was it such a surprise?

4. LANGUAGE IN ACTION

Language Lab

Futuro simple (will), be going to + First Conditional

Futuro simple (will) y be going to, combinados con First Conditional, para hablar de planes, predicciones y condiciones reales sobre el curso que viene.

Grammar Drill

1. If the head teacher makes things difficult again, Julio _____ indefinite sick leave. [take]
2. Julio _____ the complaint to the Provincial Delegate if they don't let him work in peace. [escalate]
3. The family _____ visit four cities on their way to Éibar — it was already planned. [visit]
4. If Majda signs the new contract, she _____ to return to Paris legally. [be able]
5. Nobody knows exactly what _____ happen in September. [will]
6. Claude _____ help Julio finish the whole project by the start of next year, he believes. [will]
7. José Luis _____ make a paella for Itto's birthday — he'd already decided before anyone asked. [make]
8. If the colleague who reported Julio doesn't find another post, she _____ back in September. [be]
9. The family _____ drive through Mérida, Porto and León before reaching Éibar — that was the plan. [drive]
10. Next September _____ be complicated, Julio suspects, but tonight isn't the night to think about that. [will]

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

question stress and intonation

Escucha los modelos y localiza el foco: question stress and intonation.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-48.

Listen to the questions: Have you ever been to London? What were you doing at eight? What will you do next year? Repeat with clear stress and natural intonation. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Have you ever been to London? | What were you doing at eight? | What will you do next year?

7. LET'S USE ENGLISH

Production

Speaking (en parejas)

¿Qué planes tenéis para el próximo curso? Usad will y be going to para distinguir entre predicciones y planes ya decididos, como hace Julio con su proyecto.

Writing

1. Escribe 3 predicciones sobre tu propio futuro cercano usando will.
2. Escribe 3 frases sobre planes ya decididos usando be going to.
3. Escribe 2 frases condicionales (First Conditional) sobre qué harías si una situación laboral se complicara, como hace Julio.

> **EXTENDED · Canción de la sesión original**
>
> #### Sing Along
>
> **Tina Turner – Private Dancer (1984)**
>
> Escucha la canción y localiza algún verbo en futuro, si aparece. Comentad en parejas qué sensación general transmite la canción.

Roleplay

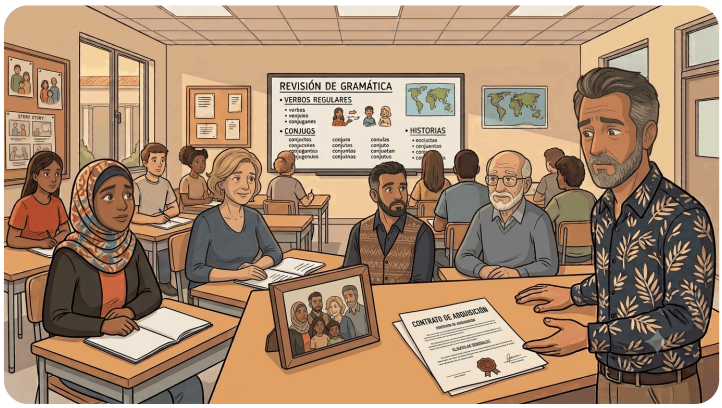


Imagen generada con Google Gemini Flash-Lite

En parejas, representad el momento del reencuentro caótico en la puerta de casa: una persona es Itto, sorprendida por la llegada de tantos familiares a la vez; la otra es Majda, enseñando su contrato con orgullo. Usad al menos una frase con will y otra con be going to.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-48)

8. MEDIATION / REAL LIFE

Mediation

Un amigo que no habla inglés te pregunta si Julio está tranquilo de cara al curso que viene, después de todo lo que ha pasado.

> *"So I genuinely don't know what he's planning to do next year... And that worries me. A lot."*

Tarea: Explícaselo en español, transmitiendo la incertidumbre real, sin dar una respuesta más optimista de la que da el propio texto.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can ask familiar questions with clear stress and natural intonation.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce
- Review one core activity from this session.

More practice
- Repeat one short activity with a new example.

Catch up
- Read or listen again and check two details.

Recursos de tu biblioteca
- Essential Grammar in Use · 26–28 + 99–100 (selección pendiente) · Reinforce
- English File A2 Workbook · Revision Route · More Practice
- Practice Makes Perfect Basic English · Chapter 61 selectivo · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · Garden of Ghost
- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·8 · CLASE 7

Official A2 Exam Simulation

Simulacro completo estilo EOI, ajustado al Nivel A2 — protagonista: Itto



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos estrategias para entender distintas voces.	Reactivar
2. Story / Listening	12	Realizamos una simulación final de comprensión A2.	Comprender
3. Understanding	8	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	15	Aplicamos el repertorio del nivel sin introducir gramática nueva.	Construir precisión
5. Words We Need	10	Recuperamos vocabulario funcional del curso.	Ampliar vocabulario útil
6. Sound Lab	10	Reconocemos dos variedades de inglés sin pedir imitación.	Escuchar y producir
7. Let’s Use English	12	Respondemos demostrando comprensión e inteligibilidad.	Comunicar
8. Mediation / Real Life	5	Transmitimos significado aunque la pronunciación del hablante varíe.	Mediar
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Official A2 Exam Simulation

2. STORY / LISTENING

Recupera una historia o escucha de esta unidad.

3. UNDERSTANDING

Comprueba dos detalles de la historia o escucha.

4. LANGUAGE IN ACTION

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

recognition of two English varieties — meaning before imitation

Escucha dos variedades de inglés y céntrate en significado, sonidos clave y contexto.

No imites ningún acento. Responde con tu propia pronunciación clara e inteligible.

Compara las dos voces, identifica el significado común y anota diferencias que percibas sin valorarlas como mejores o peores.

British English

Singapore English

Escucha para comprender diferencias, no para imitar. Mantén tu propia voz al responder. Foco fijado por Lote 3 A2-49.

Listen for difference, not imitation. The same English word may sound different in different places. Focus on meaning, key sounds and context. You do not need to copy another accent.

British English | Singapore English | same meaning — different voice

7. LET'S USE ENGLISH

> **EXTENDED · Canción de la sesión original**
>
> **🎵 Sing Along**
>
> **Tom Jones – Green Green Grass Of Home (1967)**
>
> Después del simulacro, escuchad la canción como pequeño premio por el esfuerzo. ¿Qué sentimiento transmite el título, después de un examen así?

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-49)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una idea de la sesión.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can use key language from this session.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

I can understand key meaning across two English varieties without copying an accent.

○ I can do this on my own. ○ I can do this with a little help. ○ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- English File A2 Workbook · Revision Route · More Practice

Selecciona solo la práctica relacionada con la sesión. Consulta el ejemplar del docente o el tuyo.

Sing Along with AI · I Won't Cry for You

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

SDA A2·8 · CLASE 8

Tea, Sweets, and Goodbyes

Fiesta de fin de curso — cierre real del Bloque A2, sin ficción de por medio



⏱ Mapa de la sesión · Reparto del tiempo

Tiempo lectivo orientativo: 90 minutos · planificación base: 85 min + margen flexible.

Bloque	Min.	Qué haremos	Propósito
1. Where were we?	8	Recuperamos lo que ya podemos hacer en inglés.	Reactivar
2. Story / Listening	9	Escuchamos y participamos en la despedida final.	Comprender
3. Understanding	6	Comprobamos información concreta y conexiones de la escucha.	Comprobar comprensión
4. Language in Action	12	Integramos el repertorio A2 para hablar con autonomía básica.	Construir precisión
5. Words We Need	8	Recuperamos vocabulario personal, de aprendizaje y futuro.	Ampliar vocabulario útil
6. Sound Lab	8	Cerramos con una voz clara, natural y segura, sin buscar perfección.	Escuchar y producir
7. Let's Use English	12	Expresamos un logro, una necesidad y un plan futuro.	Comunicar
8. Mediation / Real Life	7	Compartimos con otra persona un balance breve del aprendizaje.	Mediar
🌏 Culture Window	10	Conectamos la unidad con la referencia cultural anglófona prevista.	Conectar lengua y cultura
9. Self-assessment	5	Comprobamos qué podemos hacer ya.	Reflexionar
10. Aula sin Muros	Casa	Elegimos una práctica optativa de refuerzo o ampliación.	Continuar en casa

ℹ️ Los tiempos son aproximados. Podemos dedicar más o menos tiempo a cada parte según las necesidades del grupo.

↺ 1. WHERE WERE WE?

Remember

Recupera una idea y dos palabras de la sesión anterior.

Try again

- Vuelve al texto o al audio anterior.
- Comprueba una respuesta con tu pareja.

If you were absent

Lee o escucha el episodio anterior y pide un resumen breve.

Today we continue with…

Tea, Sweets, and Goodbyes

2. STORY / LISTENING

Recupera una historia o escucha de esta unidad.

3. UNDERSTANDING

Comprueba dos detalles de la historia o escucha.

4. LANGUAGE IN ACTION

5. WORDS WE NEED

Recupera palabras conocidas y úsalas en contexto.

6. SOUND LAB

farewell — clear and confident voice

Escucha los modelos y localiza el foco: farewell — clear and confident voice.

Repite uno o dos modelos con claridad y después úsalo en una frase propia.

Escucha, identifica el foco, repite un modelo y comprueba después con una pareja.

Escucha el modelo. Repite y busca una producción clara e inteligible. Foco fijado por Lote 3 A2-50.

Speak clearly and naturally. Tell us one thing you can do now, one thing you want to practise, and one plan for the future. Take your time. Your voice does not need to be perfect to communicate well. Listen again. Repeat one model. Then use the same pattern in one sentence of your own.

Modelo editorial profesional

English Pronunciation in Use Elementary · Unit 33.0 · p. 75 · exercise 33.0.2

Úsalo como modelo profesional complementario. El trabajo principal de este Sound Lab se mantiene sin cambios.

one thing I can do now | one thing I want to practise | one plan for the future

7. LET'S USE ENGLISH

Roleplay

En grupos de tres o cuatro, recread la escena de la convivencia: una persona ofrece té o dulces, otra los acepta con una frase de cortesía, y una tercera hace un pequeño brindis de despedida por el curso. Usad al menos tres de las expresiones de la sección anterior.

> **EXTENDED · Canción de la sesión original**
>
> ### Sing Along — Canción de graduación
>
> **Canción:** Vanessa Williams – Colours of the Wind (1995) / Lana Del Rey – My Heart Hurts
>
> Escuchad juntos esta última canción del cancionero, como colofón de las cincuenta canciones trabajadas a lo largo de todo el Bloque A2. No hay ejercicio que completar — solo escuchad, y si alguien quiere comentar qué canción del curso recuerda con más cariño, es un buen momento para decirlo.

Abrir canción y actividades (BestSongs_A2_Interactivo.html · song-50)

8. MEDIATION / REAL LIFE

Ayuda a tu pareja a comprender una idea de la sesión.

🌍 Culture Window · Singapore and Self-Government — 3 June 1959

Singapore and Self-Government — 3 June 1959

Listen for the main idea and key details.



Singapore Skyline — JeCCo / Wikimedia Commons, CC BY-SA 3.0 · CC BY-SA 3.0

Before reading

- What is the difference between self-government and full independence?
- Why can a country remember an important political date even if its national day is celebrated on another date?

On the third of June nineteen fifty-nine, Singapore became a self-governing state. Britain transferred responsibility for most internal matters to Singapore’s elected government, although Britain still controlled defence and external affairs. This was a major step from colonial rule towards full independence.

Singapore had been under British rule for more than a century After the Second World War, political participation increased, and more people wanted local leaders to make decisions about the country’s future. In nineteen fifty-nine, elections were held under a new constitution, and Lee Kuan Yew became Singapore’s first Prime Minister.

Self-government also brought important national symbols. The new State Flag and State Crest were introduced, and Majulah Singapura became the national anthem. The Malay words mean Onward Singapore. These symbols helped express a common identity in a society with Chinese, Malay, Indian and other communities.

Between nineteen sixty and nineteen sixty-three, Singapore’s National Day was celebrated on the third of June. Singapore then joined Malaysia in nineteen sixty-three. Two years later, on the ninth of August nineteen sixty-five, it became a fully independent and sovereign republic.

Today, Singapore celebrates National Day on the ninth of August, but the third of June remains an important historical date.

English became important in administration, education and international trade. Malay, Mandarin and Tamil also have official status, and Singapore English has developed its own pronunciation and rhythm.

The story of the third of June shows that political change can happen in stages. Self-government did not immediately mean complete independence, but it gave Singaporeans much greater responsibility for their own institutions and future.

Understanding

- What changed in Singapore on 3 June 1959?
- Which areas did Britain still control after self-government began?
- Who became Singapore’s first Prime Minister?
- Which national symbols were introduced or adopted in 1959?
- Why is 3 June different from Singapore’s present National Day?

Cultures in conversation

- Compara esta celebración con otra fecha cultural.

Let’s talk

- Compara y conversa.

Listen for clear key words and natural pauses. Repeat only for intelligibility.

Fuentes: fuente institucional · crédito de imagen.

9. WHAT CAN I DO NOW? — SELF-ASSESSMENT

I can understand the main idea of this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can use key language from this session.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

I can speak clearly and confidently about my learning and future plans.

◯ I can do this on my own. ◯ I can do this with a little help. ◯ I need more practice.

Si necesitas apoyo, elige Reinforce o Catch up. Si ya puedes hacerlo, prueba More practice cuando te apetezca.

10. AULA SIN MUROS

Elige una ruta que te ayude. No necesitas hacerlas todas.

Reinforce

- Review one core activity from this session.

More practice

- Repeat one short activity with a new example.

Catch up

- Read or listen again and check two details.

Recursos de tu biblioteca

- English File A2 Workbook · Revision Route · More Practice

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Sing Along with AI · The Spark

- Use only the mapped activity for this session.

Abrir canción y actividades

Recurso optativo: no forma parte de las tareas obligatorias.

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